CHILD STUDY

The Parent and the Expert

By DOROTHY CANFIELD FISHER

Books for Children

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CONTENTS—DECEMBER, 1925

PAGE

The Parent and the Expert 3
By Dorothy Canfield Fisher

Books for the Youngest Child 6
By Elsa H. Naumburg

Widening the Circle of Understanding (Editorial) 8

Choosing Books for Children (Editorial) 8

The Child's Reading and His Emotions 9
By Sidonie Matsner Gruenberg

News Items 5, 7, 8, 11

Book Reviews 12

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The Parent and the Expert

When they unite in an endeavor to understand children a better social order may result

By Dorothy Canfield Fisher*

OF all the speakers in the Conference on Parenthood, I find that I am the only person whose only title is Mrs. and whose only experience has been with children in her own home. Apparently all the others are either a doctor or a psychologist or a professor of history or a public officer or a head of some big organization.

This is not only characteristic of the twentieth century and its attitude toward home life and the bringing up of children, but it is a very good thing. Parents have been left too long to run this business of bringing up children without the restraining influence of the estimate of other people of their value. But their hour has struck. The skids are under them. Experts are beginning to look into the matter.

Personally, I am delighted to see experts poking their noses into what formerly was not considered any of their business or any of anybody's business — that is, the relation of parents to children. The point is, it is not only their business; it is everybody's business, because everybody (whose other name is society) is affected by what happens inside the home between parents and children. Even sacred business efficiency is affected, and when business efficiency is threatened it is time for all good men to stand up for their country. And other things, perhaps even as important as business efficiency—such as art, religion, scientific research, physical health and the stamina of the nation are being affected. It is high time that experts took a hand.

What is it that these experts and parents alike are trying to bring about? What have they been trying to do for the last thirty years? Briefly, they are trying to understand their children as well as to love them; they want to know what kind of phenomenon a child is before they try to direct it. They have been trying to apply a little of the scientific spirit of research which bids you examine what sort of facts you have to deal with before you try to deal with them.

What have they learned? First of all, they have found out that children need activity. Everybody

The
Child Study Association of America, Inc.

announces the publication of

"THE CHILD'S FIRST BOOKS"

A study of the picture books and story books best adapted for children of the pre-school age, with a list of over four hundred selected titles. Prepared by Mrs. Elsa H. Naumburg

With a Foreword by ARNOLD GESELL

The price of this list is thirty-five cents. Members of the Child Study Association are entitled to one copy, free, which will be sent them upon application to

CHILD STUDY ASSOCIATION
OF AMERICA, Inc.
509 WEST 121st STREET, NEW YORK CITY

*Address given at the Dinner of the Child Study Association, Oct. 28, 1925

knew they liked it long ago. What is new is the conception that possibly children are averse to remaining silent and motionless for the same reason that fish are averse to remaining out of water —because it means death to them.

They have found out, too, that children thrive better not only if they are active, but if they are active in something interesting, something that seems to them worth while. Parents and educators have always known that children have a perverse liking for doing what seems worth while and interesting to them, rather than performing drudgery that was imposed on them from the outside. But it has been considered, until lately, just another evidence of natural depravity which had to be chastened out of them by their educators and teachers. The idea is a new one that they may become morally ill if they are kept steadily at drudgery which has no meaning for them, just as much as they may become physically ill if they are fed steadily on coffee and pickles and doughnuts.

Parents and teachers have learned that what fits one child doesn't fit another. That knowledge has been formulated a long time ago in the saying, "What is one man's meat is another man's poison," but only recently has it been demonstrated so dramatically in the life of children under observation that people have come to really feel that it is true.

Then it has been found out that one of the elements children need in their lives is some form of creative activity. A great deal of what used to be called their natural destructiveness came from the fact that they had to have material out of which to make things, even if they had to tear other things to pieces to get it. They like to make things rather than to own them and the possession of a material object doesn't make them either so happy or so well as some reasonable and interesting occupation.

This is the sort of thing for which all of us, parents and experts alike, are fighting with a sort of crusaders' ardor. And the possibility occurs to me that we may be fighting our crusade for something even greater than a normal human life for every child. It may be that there is inherent in this a fight for a normal human life for every human being!

Parents, when they are working just toward the benefit of their own children, seem to have no feeling towards any of the dark problems of industrial maladjustment or the materialism of the twentieth century. But there is a possibility that what they are trying to do for children will ultimately prove to be what we need for grown-up people. Every time we see a sickly baby turned into a healthy one by giving it the right food and life, every time a child is brought up in an ordinary, normal home and lives month after month without any recurrent spasms of those old savage impulses to wrong doing that were considered inherent in human life, there is one more proof of the idea that if the social organization produces a great many bad, dull, listless, futile, unhappy human beings, perhaps the fault is with the organization and not inherently with the human beings.

We parents have very little contact with abstract ideas, but we constantly see in our family life something that looks like a proof of that. We are going to question conditions traditionally supposed to be inevitable in grownup life because we have seen ills healed that were traditionally connected with childhood. The improvement, for instance, of the health of the child under a year of age since intelligence has been turned on it is a dramatic thing in human life. We have begun to understand that the same thing applies to older children. Just as the baby who keeps the family awake all night crying from colic has almost disappeared, so the old fierce fits of anger that used to be considered an essential part of little children's lives are fast disappearing. Experts are pointing out that the same thing applies to school children and adolescents. If they are given the necessary mental, moral and physical food, conditions and activities which they need, the problem of delinquency will be diminished far beyond what we can imagine.

Then what? When they are twenty-one and traditionally as much adults as we are, are we going to throw those children into the hopper of an industrial organization which doesn't even pretend that the welfare of its members is its real aim—which says, "Yes, develop yourself if you can, but that is a by-product; the real thing is to produce more goods." This generation of parents is going to do that because we can't help it. It takes longer than one generation to do anything. But we are not going to admit as our parents did that it is inevitable.

We have learned that if we shut our little boy in the house, keep him at a sedentary task which he doesn't see any interest in, allow him no hope for anything else, he will become sickly mentally,

morally and physically, and he will acquire all sorts of queer complexes, much easier to prevent than to cure. When we see a boy of twenty-one put in exactly that position, we are going to think a little more just what it means. He also is set into a sedentary life, in front of a machine or in front of a desk, according to the amount of money we have, doing over and over a task the sole value of which is commercial. His big, active body, that we have tried so hard to develop, will become an anachronism just as much as the appendix and consequently just as liable to mortal disease.

A larger group of ordinary people are going to question whether the production of goods and of commercial prosperity is worth any such human price. We have been told that it "necessarily" costs that price. But we don't take that word "necessarily" as seriously as we used to. Too many of the evils that "necessarily" were connected with childhood have disappeared with intelligent handling.

Every blow that is struck for the essentials of life for children—freedom, individuality, opportunity for creation—may be a blow toward shaping the idea that everybody needs these essentials. We are driven to try to understand our children's needs by our inborn love for them, and it may be that we are learning in this way to understand the needs of our fellow man in whom we haven't the same natural, instinctive, ardent interest. Every time we make an effort to understand our children before we try to direct them it may be that we are deepening the groove in the collective mind along which runs the as yet very dim idea that it might be just as well to try to understand human beings before you try to govern them.

We have proved again and again in our children's lives that it is creative occupation and not material possession which gives them health and happiness. Possibly our hard heads are beginning to conceive the fact that that is true of everybody and that we are on the wrong track when we try to make people happy by making them materially prosperous. Every time we prove that being a baby doesn't necessarily mean having colic, that being a little boy doesn't necessarily mean having an outbreak of savagery at least once every day, it may be that we are helping prove that being a human being doesn't necessarily mean working at a job that you don't like, in order to keep on living a life that you find very dull and flat.

It may be that parents—unscientific, fumbling, amateur parents—are in the laboratory of the home discovering some of the essentials of human life and that they will help to demonstrate that if such essentials are provided, possibly the majority of the human race will be neither futile nor noxious, but happy and useful, which is more than can be said for them now.

News Items

January Lectures and Conferences in New York City

"The Nursery School and Its Relation to the Home" will be discussed at a conference to be held by the Child Study Association on Wednesday, January 13th, at 3:45 P. M. Miss Abigail Eliot will speak on the participation of parents in the nursery school, while Mrs. Erwin H. Schell will explain the financial and other aspects involved in the organization of a nursery school by parents.

"The Adolescent in Modern Society" will be the subject of a joint lecture by Dr. B. C. Gruenberg and Dr. Maurice A. Bigelow on Wednesday evening, January 20th. Dr. Bigelow is the author of "Sex Education" and the editor of the "Journal of Social Hygiene." Dr. Gruenberg is the author of "The Parent and Sex Education" and "Biology and Human Life."

The third lecture of the month will be given by Dr. Joseph Jastrow on Wednesday, January 27, at 3:45 P. M. His subject will be "Nerves and Behavior." Dr. Jastrow is professor of psychology in the University of Wisconsin.

Carl Sandburg Speaks

The Annual Exhibit of Children's Books at the Headquarters of the Child Study Association, New York City, was opened on December 2, 1925. Carl Sandburg spoke for a few minutes and then read from his "Rootabaga Stories" and "Rootabaga Pigeons." His poetical rendering of these charming children's stories, and his singing of folk songs from the West entertained young and old.

New Study Groups

Four new study groups have been organized this season and requests are coming in from all over the United States for help and material for study groups. Interest seems to have been aroused especially in the following states: Ohio, Pennsylvania, Massachusetts, Illinois, Virginia, California, Oklahoma and Indiana.

Books for the Youngest Child

Foreign countries as well as the United States produce fascinating picture and story books for the pre-school child

By Elsa H. Naumburg

THOSE who have been making special studies of the pre-school child—Professor Arnold Gesell, Professor Bird T. Baldwin and others—have come to the conclusion that the average child is not much interested in books or pictures before he is two years old. After that his interest depends a great deal upon his individuality and his environment. If the child has access to a variety of picture and story books it will be possible to judge by observation where his tastes lie.

The first picture book should be untearable—that is, of linenette, strong cardboard or rag. It should be well and strongly bound and well printed. The pictures are more important than the text: they should be simple in outline, color and feeling, in order not to confuse the child. The world pictured should be one with which he is familiar—a world of motor action, of sounds, smells, tastes, feelings and contacts. The colors should be bright and harmonious, preferably of the poster type.

Why not begin right away to develop the aesthetic side of the child? One of the surest ways to achieve this is to give him pictures which are well drawn, true to nature and, if possible, beautiful and distinctive. Pictures should give the child a chance to exercise his imagination. At this age it is more important for him to create his own story than to have the contents of a printed page read to him.

At the age of two or three and until the child has his feet firmly planted on the ground we must eliminate the grotesque or weird element. But even this is not as injurious to the child as the cheapness and crudity of many of the picture books which flood the market. If we parents realized to what extent pictures affect the child's personality, his tastes and later experiences, we would not only reject the vulgar and inartistic picture books, but we would set about creating a demand for the production of books for little children based on good psychological and artistic standards.

When we come to story books for the two and three year old, we find that the right type of story material is limited. Mrs. Lucy Sprague Mitchell in the "Here and How Story Book" has suggested a new approach to children's literature. Her collection is built on stories actually told by the children themselves about their own experiences and adventures. The first stories for children should be short, and simple in plot. They should have dramatic sequence and action, and should be suggestive and give scope to the imagination.

"Mother Goose" should be a part of every nursery library. These joyous rhymes and jingles have stirred the imaginations and trained the rhythmic sense of countless generations. They bring to the child vivid phases of life. Besides the fact that they are essentially human, their sheer nonsensicalness and absurdity give them a unique place. Little children have a decided sense of humor which we have not stressed sufficiently in the nursery. We should "double up the children a little oftener with the joy of the purely funny", as Professor Gesell has phrased it.

The close kinship and affection of children for animals call for merry animal stories which tend to develop sympathy and understanding for animal friends.

At four we see the child's horizon widening. Although his interest is still a motor one, he is moving out of his personal and restricted environment. He becomes interested in ships, wagons, trains, engines, airplanes, motors, tractors and fire-engines. He wants to know about farmers, soldiers, shepherds, factory workers and the work of the world. The questions as to how to get our foods, how and of what we build our houses, of what and how clothes are made, are beginning to assume importance in the child's mind. The scarcity of books in English to meet this need is astonishing. The intelligent public must demand more like E. V. Lucas' "Four and Twenty Toilers". Lucas' "Book of Ships", and Sheila Brown's "Merchant Ships and What They Bring" might well be reprinted. We have no good book on the fire-engine, since Wister's plates were lost in the great War, and no good book on the radio or aeroplane. It is our hope that the need in this field

of children's literature may find an inspired and early response.

By five or six, children are ready for good stories. They should not be too long or too complex; the pre-school child likes simple, familiar incidents. He likes also an amount of repetition which is almost wearisome to the adult. Most children at five thoroughly enjoy a story told in a simple, natural manner. Both mothers and fathers should practice story telling as much as possible, speaking in a soft, clear voice and using simple, direct language. The story hour will establish a bond of sympathy which will grow with the years.

At the age of five or six children begin to be interested in what others are doing and are apt to be critical if they do not measure up to their own ideas. Well-written stories about real boys and girls and their activities are needed now.

After the child is somewhat orientated in his physical environment, when he is beginning to acquire a sense of social values and social relationships, the well selected fairy story has its place. Many educators agree that at about six years the fairy story tale ought to be a part of the child's precious heritage. The important thing is to know the child to whom the story is told and the effect of the story upon his emotional life. Is his reaction a pleasurable one? Does he sleep, eat and play well? Then the fairy story is right for him.

The desirability of giving children the finest poetry cannot be too greatly emphasized. Children should hear the best poems at an early age, even if they do not understand all of them. They will get the magic and witchery of the words, the swing of the rhythm and sublimity of the thought.

There is a field of fascinating foreign literature for the pre-school child. In Czecho-Slovakia there has been since the Great War a real Renaissance in the product of well-made, strongly-bound panoramic books, printed on heavy cardboard for the two and three year old. Eminent artists such as Madam Fisherova-Kvechova who produced pictures of the daily doings of children for her own little ones; Sippich, the eminent animal painter; and Mates, who gives the spirit and activities of his people, have contributed to their beauty and distinction. There are some artistic, simple and well drawn French and German linenette books of farm and animal life. Almost all these picture books are so vivid and full of action that they are understandable even when the reading matter is foreign. After all, the pictures are the important thing for very little children. The two year old will delight in the beauty, humor and artistic reality of von Freyhold's, Brendell's or Pletch's animal books. In Scandinavia there seems to be a concerted effort to product bright colored, simple and deliciously humorous picture books for the "Munste", the littlest ones. France offers us in Neziere and others excellent picture books filled with rollicking fun.

For the four year old there are deliciously comic pictures by Madeleine Hermet, describing adventures of children and their pets. Jordic, in his stories about Perrine, the little Brittany serving maid, gives us a humor, which, though unfamiliar to the average American child, will fill a need in his life. These foreign books with their rollicking and healthy humor are so great an improvement on anything we have that we ought not only to have translations but to encourage in America the development of a like type of literature. They have the real spontaneity and the real funniness children long for.

If we offer our children these artistic pictures of children in other lands, if we show them other customs, are we not preparing them for the practice of justice, tolerance, and international understanding and friendship? Is it not possible even at the pre-school age to develop an appreciation of other people and other ways, so that a new generation may grow up ready to join in a league of world peace and cooperation?

First Class Movies for Children

Parents are constantly clamoring for good motion pictures for their children. The Samopic Club (Saturday Morning Motion Picture Club) has been organized to fill this want.

All the pictures shown will be carefully selected by an intelligent review committee. Performances will be given at the Plaza Theater, 59th Street and Madison Avenue, New York City, every Saturday morning at 10:30, beginning December 19. Special holiday performances on Dec. 28, 29, 30 and 31 at 10:30 P. M. A book of twenty subscription tickets, undated, may be used for any performance and by any number of children. It will cost $8.00; single admissions will be fifty cents.

Mrs. Everett B. Heymann is director of the Samopic Club. The enterprise has been endorsed by the Child Study Association.

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Widening the Circle of Understanding

THE mothers and fathers who have been working in child study groups may not have realized that their activity has a social significance beyond making better citizens out of their children later on. To these Dorothy Canfield Fisher's idea that perhaps this child study may lead to a new and better social order will come as a surprise.

Yet, it seems logical that the mother and father who learn to understand their children will ultimately be on the road to understanding the other people with whom they come in contact. The mother will find that the knowledge she gains in child study will help her in managing her servants, in dealing with tradespeople, and with her club associates; while the father will find that he is unconsciously transferring his ability to manage the children to a better technique in getting the best out of his office force. So the circle widens. For to acquire more of an understanding of child nature means to achieve a deeper understanding of human nature—and is this not the first step toward the shining goal announced two thousand years ago—"Peace on earth, good will toward men"?

Choosing Books for Children

WITH the avalanche of bright-colored holiday books for children, the parent may well be bewildered as to the best ones to choose. He may find himself walking off with the quaintest and most delightful, chuckling over it and then noticing with surprise that the child, after the first grand introduction on Christmas morning, tends to let it lie on the shelf. Is it his taste or the child's that is at fault?

Here is a chance for some impersonal study. Without forming a judgment in advance, the parent should watch the reactions of his children and check them up against his own. He may learn something about himself from the naiveté of youth; but the important thing is that he shall not tend to make his children priggish by trying arbitrarily to form their taste.

Then is the parent not to influence the child's taste at all? Of course he is. He has the best of opportunities to do this legitimately. He can give his child a chance to know beautiful pictures and well-written stories, and the probability is that if they have real vitality the child will learn to like them. Perhaps the boy or girl will need time and some rainy days to completely establish this liking; in any case there should be no forcing.

And the parent has a perfect right to be enthusiastic about the things he himself likes and to point out the defects of things which seem bad to him. It is a good thing to talk over books and pictures. The family in which Alice and Oliver Twist and Cosette and Heidi are real people because they are talked about as such will give to the children a background for a vital, selective feeling for literature that the autocratic formation of taste could never achieve.

News Items

On Friday evening, December 18th, the Child Study Association will give three addresses on the radio. Mrs. Daphne Drake will speak on "The Need for Child Study," Miss Margaret J. Quilliard will talk on "Progressive Parents" and Mrs. Lucy Retting will speak on "Summer Vacations and What to Do with Them." These will be broadcasted from WNYC, New York City.

Those who have been especially interested in the Conference on Parenthood held by the Child Study Association at the Waldorf-Astoria this fall will welcome the news that the lectures will be printed in one volume by the New Republic Publishing Company, in the same series as "Youth in Conflict" and "The Child, the Clinic and the Court." The book will cost one dollar.

"I predict that you will exhaust your first edition and that there will be demands for another," writes Dr. Arnold Gesell, after looking over the comprehensive list of books for the nursery age prepared by Mrs. Bernard Naumburg. Dr. Gesell has contributed a foreword.

Members of the Child Study Association are entitled to a copy of this list and also to "A Selected List of Books for Parents and Teachers." These will be sent immediately on request.

The Child's Reading and His Emotions

Sidonie Matsner Gruenberg

READING, like almost any other kind of experience, may stir the feelings, such as pity or pride, envy or admiration. That is why people and children read. With the exception of the comparatively small amount of reading which consists of finding out the population of Dayton, Tenn., or the date when Charles lost his head, and other purely factual matters, most of the reading that is at all voluntary stirs the emotions more or less deeply. More important in the long run is the fact that children's reading profoundly influences their attitudes and values. Apparently the emotions are being influenced, even when not violently aroused, by the trivialities that we consider good enough for very young children; and they are influenced also by the prosaic narratives and descriptions that we accept as good enough for textbooks, and that we consider commonly as having a purely intellectual significance—whatever that may be. A book then may inspire as well as inform; it may mold ideals as well as supply ideas; it may color the outlook as well as present the facts of life. For these reasons it is important that the child have guidance in his reading, or careful selection as to what is read to him.

In recent years there has been considerable controversy regarding the suitability of fairy tales for young children. We have taken fairy tales for granted for many centuries; most of us have been brought up on them, and we do not consider ourselves harmed; many of us are therefore indifferent to the controversy, or satisfied to let alone what has become so well established. On the other hand, the criticism of fairy tales is so pointed that many of us accept it and reject such matter out of hand. The problem, however, is not so simple.

Fairy tales have been overdone for many children. Most of them make too prominent distress and pain, horror and cruelty. They lend approval to cunning and trickery and deceit, to the use of force and brutality for gaining ends, to jealousy and hatred and the uglier feelings generally. There is objection also to the magic intercession of mysterious agencies that bring honor and riches, or perhaps severe penalties, in total disregard of the actual happenings in life, and of the ideal relationships toward which mankind strives. Fairy tales do, in short, not only give false pictures of life and unworthy goals for aspiration, but they replace reality with fantasy, sometimes to a pathological degree.

The very wide prevalence of fairy tales among all races and in all ages may be taken to indicate that they have some real value for children, notwithstanding the objectionable features that the critics enumerate. There can be no doubt that the fairy tale gives expression to the genuine desires of primitive and untrained and ignorant human beings—like children; and that it gratifies corresponding emotions in the child. It may be considered a legitimate form of vicarious release, a means of getting certain feelings "out of the system," just as adults resort to tragedy and melodrama for perfectly legitimate purposes, even where they do not in the slightest confuse the play with reality. And there is an educational value in fairy tales because, in spite of their resemblance to dreams and undirected wishing, they do express to the child a vast range of details regarding human relations, and especially regarding the different ways in which human beings deal with many typical situations. False as they may be as pictures of life, they are very helpful teachers of human nature.

The values and the dangers of fairy tales cannot be weighed against each other and a net judgment reached arithmetically. There is no reason whatever why we should choose for children an exclusive regimen of either imaginative literature, or of strict realism. There is a place for both in the child's spiritual development; nor need we separate the two as being respectively related to the emotional and the intellectual aspects. Fairy tales from different countries are very informative regarding modes of life of different peoples, and help the child to know and understand, as well as to discriminate and value. For the youngest children this is as good an introduction to a study of the earth's inhabitants as we can find. On the other hand, stories about real children like himself, playing with real things like those he sees and handles, having real adventures in reality, give the child not only a basis for differentiating make-believe from the objective world, but also a

means of attaching his imagination to the materials around him. He must have both the star and the wagon.

The extravagant flights of fancy need not remain either ends in themselves, or unrelated to serious consideration of what is and what may be. It is the magic carpet that eventually gives us the aeroplane, but not through mere intensification of the wish; science has not yet given us a tarnhelmet, but we have the X-rays; we have not yet found the fountain of youth, but we have substantially added to the length of human life. This is not to say that the fairy tales are the sources of modern discovery and invention; it is only to insist that the child's imagination may be guided to exert itself constructively: reading should help him by showing what makes dreams come true.

It is impossible to prescribe for all children because of the remarkable range in individual variation. A million children read Stevenson's "In winter I get up at night, and dress by yellow candle light"; but only one of them insists on a cold winter night, in spite of years of regular sleeping habits, that he must now get up and dress, because the poem says so. We should not put Stevenson's poems on the black list for this occurrence, any more than we should bar the reading of the Pied Piper because it drove a little girl to tears. The exceptional reaction is to be expected—that is, at one point or another each child will react in a peculiar way that cannot be generalized. Two young children were jumping about wildly, threatening to shake the mother's nerves. The older boy, three years old, was saying "We want to have a jamboree!" The aunt, who was on a visit, felt real remorse: she was sure that she was responsible for the children's conduct, since she had been showing them pictures of "Animal Jamboree." But have not boys jumped up and down on beds and couches before—these particular boys? All that the aunt had contributed in this case was an addition to the children's vocabulary. We must blame neither the reader nor the book nor the pictures, for at most the books and pictures offer patterns in which certain behavior tendencies are suggested. We can, however, select reading that leads these same tendencies forward as the child matures.

The same general principles would apply to animal stories, which, like fairy tales, personify to an extreme degree. When continued as the main source of information too long, they almost invariably distort the sentiments. The child comes to think of the animals as on his own level; beyond that point, he comes to overvalue dumb animals because they are relatively helpless, because they cannot speak for themselves, and because he conceives of them as suffering the same kinds of sorrows and agonies as he himself can feel, and the same degrees of pain, fear, worry, and so on. At this point, "humane" education through tales of animal life over-reaches itself and is decidedly unwholesome.

It is necessary to broaden the child's sympathies to embrace more and more of life. To this end his necessarily limited experience with "real" people must be supplemented by reading that is varied as well as graded. Generally speaking, he can get more in this way through good fiction than he can through didactic descriptions and histories. From the fairy tales of all lands there is an easy transition to folk tales and books of travel. The printed page makes it possible for the child to become acquainted with young people in other surroundings, observing strange customs, judging by different standards, and yet very much like himself in feeling and desires. He can learn to like what is fine in these strangers, to admire the heroisms and loyalties covered by outlandish garb.

Before adolescence boys and girls become interested in the doings of real people—they want history and biography and tales of discovery. They will not reject fiction, but they will know the difference and will read both. ieadable history for young people is not as abundant as it should be; readable biography is more readily obtained. Unfortunately, too much of it is designed with an ulterior purpose, and like the bulk of fiction for young people, it is written down at the same time that its presumably moral aim is played up.

In fiction, as in good biography, travel, or history, the reader identifies himself with one or another personality and lives through the struggles, the triumphs and defeats, the aspirations and apprehensions, of the character. The emotional result is to a degree the same as that of first hand adventure and experience. In proportion as the reading is facile, the vicarious experience contributes to the maturing spirit. The thrills of exultation and the palsy of fear aroused by reading are just as real as the tears which may be evoked —and like the tears, they have to take young people's reading seriously enough to recognize that it is vastly more than passive enjoyment, or a means of passing idle moments. It is rather the most concentrated extract of life as lived and felt

by human beings; it enables many to partake of the writer's emotions and thus to enrich themselves. It is not, however, a substitute for life; the best of reading is no better than fairy tales if used to the exclusion of adventure and reflection.

This article was prepared by Mrs. Gruenberg for the October number of the "World Tomorrow" and is copyrighted by the Fellowship Press.

DISCUSSION GROUP ON NEW PSYCHOLOGY

A discussion group on contemporary psychology under the leadership of Dr. Everett Dean Martin will hold its first meeting at 12:30 on January 11th, 1926, at the headquarters of the Child Study Association, 54 W. 74th St., New York City.

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BOOK REVIEWS

The "New Psychology"

Psychology from the Standpoint of a Behaviorist. By John B. Watson. J. B. Lippincott Co., 1924 (Revision of the 1919 edition).

"NEW PSYCHOLOGY" is a phrase that has been applied to a variety of undertakings in the study of animal and human nature. Dr. Watson uses it to mean the effort to understand ourselves on the basis of behavior facts that can be discovered and interpreted by the methods of science.

For the past twenty-five years considerable information has been gained through experimentation with animals both under controlled laboratory conditions and in their natural settings. Dr. Watson and his students have for ten years or so been carrying on similar experimentation with human beings from birth through the early years of childhood, and as a consequence former well established terminologies such as instincts, images, memories, consciousness, mind and mental, have been challenged.

Those who welcome opportunities for reviewing their present understanding of psychology derived from James, Titchener, Thorndike, McDougall, Freud, etc., and of child study gleaned from Kirkpatrick, Norseworthy and Whitley and others will find this book stimulating. It should be used freely by child study groups. A. B.

Watson Abridged

Behaviorism. By John B. Watson. People's Publishing Co., 1925. $3.00.

THE lectures delivered by Dr. Watson at the People's Institute, New York City, during the winter of 1924-5 are offered to the public in the convenient form of twelve pamphlets. The content is the gist of the 1919 and 1924 editions of "Psychology from the Standpoint of a Behaviorist." This is another way of saying that in 238 pages instead of 420 one is well introduced to Behaviorism, which to Dr. Watson is the *New Psychology.*

There are other assets than the convenient form and the reduced quantity that will make an appeal to many readers in and out of study groups. Among these are the more simple and direct language and some new diagrams suggestive of Dr. Watson's most advanced position regarding the facts of human behavior. That he is scientifically minded and hence discriminating in his criticisms is illustrated in the many frank statements that here he is dealing with proven facts, there with theories that may yet be proved. Again in his references to that other psychology also called "new" which originated with Freud he gives credit for soundness in facts and therapy, but he maintains that interpretations and theories and terminologies are not equally well founded. He is likewise willing to call attention to the criticism of his own experiments by other careful seekers after the truth.

Study groups will find these pamphlets an aid in evaluating some of the older and much used material on the behavior of infants and adults. A. B.

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BOOK REVIEWS

(*Continued*)

A Cross-Section of Youthful Behavior

The Child, The Clinic and the Court. By Julia Lathrop, William Healy, Miriam Van Waters, Franz Boas, Joel D. Hunter, Ben B. Lindsay, Grace Abbott, Herman Adler, Julian Mack, F. P. Cabot and others. Republic Publishing Co., 1925. $1.00.

THE volume consists of a group of papers given at a conference in Chicago in January last in joint commemoration of the first Juvenile Court and the first Psychopathic Institute. The writers are men and women of widely differing experiences, including judges, probation officers, psychiatrists, biologists and sociologists; and, as stated by Miss Jane Addams in the preface, the volume "certainly affords a cross section of the present widespread study of youthful behavior under a great variety of social stimuli, and of its biological and cultural sources."

Miss Van Waters believes that youth needs a goal, and calls on science to supply the fundamental appeal to the young that religion and family life formerly made. Dr. Ernest Groves, in his article on "Socialising Human Nature", indicts the school, the home, religion, government, the press and the law for their failures in this socialising process, and likewise comes to the conclusion that our only hope for the future lies in science.

Turning to the biological aspect, Professor Child, of Chicago, stresses the immense significance of the environment for the development of the individual. He enlarges upon Herbert Spencer's definition of life as "a continuous adjustment of internal relations to external relations", reminding us that environmental action is an essential factor, not only for continued existence, but also for the development of the form and structure and the psychological characteristics of the individual. "Heredity will always constitute a factor limiting the possibilities of environmental influence, but if biology has anything to teach us concerning human life, it is that such limitation affords no grounds for discouragement or inaction."

Professor Boas also urges the importance of environmental demands in determining growth and development, pointing out that the term "racial inheritance" has only a very limited significance in view of recent anthropological findings. Cultural anthropology makes the existence of fundamental racial differences very improbable.

Dr. C. Judson Herrick objects to the view of human action as determined solely by hereditary structure and environmental influence, and points out that many of these activities are discriminating reactions, choices made in view of probable future contingencies. Each decision is "a building stone of character", and every man is therefore "the architect of his own destiny in a literal sense".

The later articles deal in some detail with Juvenile Courts and Juvenile Institutions both in America and elsewhere, showing how much has been accomplished in the last twenty-five years, and how sadly much remains to be improved. Judge Mack, perhaps, sums up the situation when he says that the juvenile court is hampered by the fact that it "does not get into action until the child has gone wrong. The fundamental duty of society is to prevent that child from going wrong—to recognize the causes that lead to the wrong-doing. The hope of the future is in the children. If we will concentrate in trying to save them, we can afford, for the time being, to neglect some of the problems applicable to the adult." E. M. O.

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"The Self Directed School". H. L. Miller and P. T. Hargreaves. Scribner. $1.80.

"The Camp School" by Margaret McMillan. George Allen and Unwin, Ltd., London.

"Educational Frontiers" by Scott Nearing. Thomas Seltzer. $1.50.

"Beginning the Child's Education" by Ella F. Lynch. Harper Bros. $2.00.

"Junior High School Life" by Thomas Tindal Myers. Macmillan. $2.00.

"Training the Toddler" by Elizabeth Cleveland. Lippincott. $2.00.

"Behaviorism" by John B. Watson. People's Institute Publishing Company. $3.00.

"The Sayings of the Children" by Pamela Grey. Fred. A. Stokes. $1.50.

"The Mental Growth of the Pre-School Child" by Arnold Gesell. Macmillan. $3.50.

"Dramatizing Child Health" by Grace T. Hallock. American Child Health Association. $2.00.

"The Mind and Its Education" by George Herbert Betts, Ph.D. Appleton. $1.90.

"Nervous and Mental Re-Education" by Shepherd I. Franz. Macmillan. $2.00.

"Elements of Educational Psychology" by Lawrence A. Averill. Houghton, Mifflin. $2.15.

"Religion and the Mind of Today" by Joseph Alex. Leighton, Ph.D. Appleton. $2.50.

"International Year Book of Child Care and Protection." Longmans, Green. $2.50.

Suggested Reading in Recent Magazines

Should Marriage be Monotonous? By Elton Mayo. Harper's Magazine, September, 1925.

A point of view on the marriage relation based on the scientific study of actual cases.

Music in the Home. By Thomas Whitney Surette. Child-Welfare Magazine, May, 1925.

Describing the effect of music on the family and the individual, with practical suggestions for social and instrumental programs.

The Home Playground. By Joseph Lee. Child-Welfare Magazine, May, 1925.

A constructive idea in making play space possible with the aid of proper town planning.

The Education of Two Boys. By Patrick Geddes. Survey Graphic, Sept., 1925, p. 571.

A socializing and humanizing process of education with a delightful introduction of early childhood reminiscences.

Teaching the Child to Eat Right. By Frances Frisbie O'Donnell, Good Housekeeping, December, 1925.

A sensible article on the psychology of teaching a child to eat wholesome food.

Parents and Vocational Guidance. By Cecile Pilpel. School and Home, Parents and Teachers Association, Ethical Culture School, New York City, November, 1925.

A parent's viewpoint on vocational guidance.

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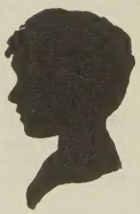

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